

Girl Scouts Journeys

Content Unit Report

Grades: 9, 10

States: Michigan Curriculum Standards

GIRLtopia

Summary: GIRLTOPIA This journey for ninth- and-tenth graders provides a chance to imagine a perfect world -- for girls. They're invited to create their vision as an art project, in any medium of their choice. Then they'll take action to make their vision a reality. Leaders, after all, are visionaries! (978-0-88441-717-0)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: **9** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.1.1.	Writing, Speaking, and Visual Expression: Understand and practice writing as a recursive process.
STANDARD	CE 1.1.3.	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
STRAND / STANDARD CATEGORY	MI.1.2.	Writing, Speaking, and Visual Expression: Use writing, speaking, and visual expression for personal understanding and growth.
STANDARD	CE 1.2.3.	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.1.	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
STANDARD	CE 1.3.5.	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
STANDARD	CE 1.3.6.	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include

		explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.2.	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
STANDARD	CE 1.4.3.	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STANDARD	CE 1.4.7.	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.

STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.5.	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres

		representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.2.	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
STANDARD	CE 4.1.5.	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Grade: 10 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.1.1.	Writing, Speaking, and Visual Expression: Understand and practice writing as a recursive process.
STANDARD	CE 1.1.3.	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
STRAND / STANDARD CATEGORY	MI.1.2.	Writing, Speaking, and Visual Expression: Use writing, speaking, and visual expression for personal understanding and growth.
STANDARD	CE 1.2.3.	

		Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.1.	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
STANDARD	CE 1.3.5.	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
STANDARD	CE 1.3.6.	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
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STANDARD	CE 1.4.2.	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and

		secondary (print and electronic) resources.
STANDARD	CE 1.4.3.	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STANDARD	CE 1.4.7.	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
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STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to

		organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.2.	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting

		business transactions, speaking in a public forum, discussing issues informally with peers).
STANDARD	CE 4.1.5.	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Grade: 9 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	B1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.2.	Scientific Reflection and Social Implications
GRADE LEVEL EXPECTATION	B1.2B.	Identify and critique arguments about personal or societal issues based on scientific evidence.
GRADE LEVEL EXPECTATION	B1.2D.	Evaluate scientific explanations in a peer review process or discussion format.
GRADE LEVEL EXPECTATION	B1.2g.	Identify scientific tradeoffs in design decisions and choose among alternative solutions.
GRADE LEVEL EXPECTATION	B1.2h.	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
STRAND / STANDARD CATEGORY	MI.C1.	Chemistry: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various

		forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	C1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	C1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.E1.	Earth Science: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	E1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	E1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
GRADE LEVEL EXPECTATION	E1.1f.	Predict what would happen if the variables, methods, or timing of an investigation were changed.
STRAND / STANDARD CATEGORY	MI.P1.	Physics: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	P1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	P1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.

Grade: 10 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning
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		by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	B1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.2.	Scientific Reflection and Social Implications
GRADE LEVEL EXPECTATION	B1.2B.	Identify and critique arguments about personal or societal issues based on scientific evidence.
GRADE LEVEL EXPECTATION	B1.2D.	Evaluate scientific explanations in a peer review process or discussion format.
GRADE LEVEL EXPECTATION	B1.2g.	Identify scientific tradeoffs in design decisions and choose among alternative solutions.
GRADE LEVEL EXPECTATION	B1.2h.	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
STRAND / STANDARD CATEGORY	MI.C1.	Chemistry: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	C1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	C1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.

STRAND / STANDARD CATEGORY	MI.E1.	Earth Science: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	E1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	E1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
GRADE LEVEL EXPECTATION	E1.1f.	Predict what would happen if the variables, methods, or timing of an investigation were changed.
STRAND / STANDARD CATEGORY	MI.P1.	Physics: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
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GIRLtopia -

Summary: GIRLTOPIA: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-718-7)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: 9 - Adopted 2006

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STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to

		and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.2.	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
STANDARD	CE 4.1.5.	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

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STRAND / STANDARD CATEGORY	MI.1.1.	Writing, Speaking, and Visual Expression: Understand and practice writing as a recursive process.
STANDARD	CE 1.1.3.	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
STRAND / STANDARD CATEGORY	MI.1.2.	Writing, Speaking, and Visual Expression: Use writing, speaking, and visual expression for personal understanding and growth.
STANDARD	CE 1.2.3.	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.1.	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
STANDARD	CE 1.3.5.	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment;

		and adapt communication strategies appropriately and effectively.
STANDARD	CE 1.3.6.	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.2.	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
STANDARD	CE 1.4.3.	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STANDARD	CE 1.4.7.	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products

		such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science

		fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.2.	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
STANDARD	CE 4.1.5.	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

Grade: 9 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	B1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling

		variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.2.	Scientific Reflection and Social Implications
GRADE LEVEL EXPECTATION	B1.2B.	Identify and critique arguments about personal or societal issues based on scientific evidence.
GRADE LEVEL EXPECTATION	B1.2D.	Evaluate scientific explanations in a peer review process or discussion format.
GRADE LEVEL EXPECTATION	B1.2g.	Identify scientific tradeoffs in design decisions and choose among alternative solutions.
GRADE LEVEL EXPECTATION	B1.2h.	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
STRAND / STANDARD CATEGORY	MI.C1.	Chemistry: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	C1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	C1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.E1.	Earth Science: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	E1.1.	Scientific Inquiry

GRADE LEVEL EXPECTATION	E1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
GRADE LEVEL EXPECTATION	E1.1f.	Predict what would happen if the variables, methods, or timing of an investigation were changed.
STRAND / STANDARD CATEGORY	MI.P1.	Physics: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	P1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	P1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.

Grade: 10 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	B1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	B1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.B1.	Biology: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by

		methods including, but not limited to, experimentation.
STANDARD	B1.2.	Scientific Reflection and Social Implications
GRADE LEVEL EXPECTATION	B1.2B.	Identify and critique arguments about personal or societal issues based on scientific evidence.
GRADE LEVEL EXPECTATION	B1.2D.	Evaluate scientific explanations in a peer review process or discussion format.
GRADE LEVEL EXPECTATION	B1.2g.	Identify scientific tradeoffs in design decisions and choose among alternative solutions.
GRADE LEVEL EXPECTATION	B1.2h.	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
STRAND / STANDARD CATEGORY	MI.C1.	Chemistry: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	C1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	C1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
STRAND / STANDARD CATEGORY	MI.E1.	Earth Science: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.
STANDARD	E1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	E1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
GRADE LEVEL EXPECTATION	E1.1f.	Predict what would happen if the variables, methods, or timing of an investigation were changed.
STRAND / STANDARD CATEGORY	MI.P1.	Physics: Inquiry, Reflection, and Social Implications: Students will understand the nature of science and demonstrate an ability to practice scientific reasoning

by applying it to the design, execution, and evaluation of scientific investigations. Students will demonstrate their understanding that scientific knowledge is gathered through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation.

STANDARD	P1.1.	Scientific Inquiry
GRADE LEVEL EXPECTATION	P1.1B.	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
